

LEADERS MANUAL
to accompany
THE TURN TOWARD PEACE

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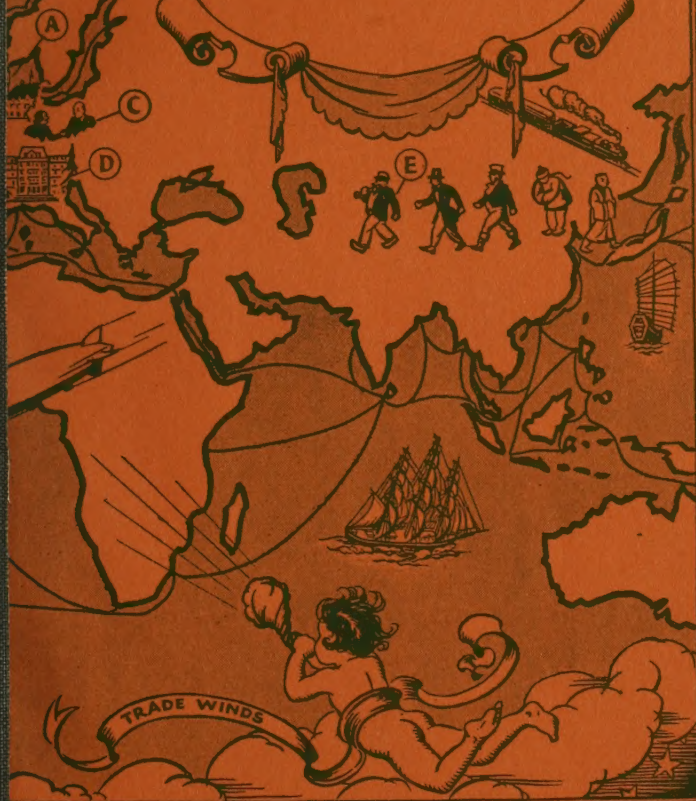


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To Accompany
THE TURN TOWARD PEACE



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The Turn Toward Peace

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FOREWORD

As I wrote *The Turn Toward Peace* my hope was that it might make those who read it see these few facts more clearly: that war is out of date; that the interdependence of the modern world makes peace a necessity; that whether we want it or not, whether we want to bother about getting it or not, we must have peace if our modern world is to survive.

I wanted to make readers realize that this problem of getting rid of war is a problem that immediately concerns the life and livelihood of every man and woman, and that it is fundamentally a simple problem which every man and woman can help solve. They can help by cultivating as individuals the qualities which make for tolerance and for intelligence—open-mindedness as opposed to prejudice, a spirit of good-will as opposed to a spirit of animosity. They can help as members of their local community by spreading knowledge of the facts of world interdependence, which in turn must lead to a conviction of the necessity of peace, and by encouraging an education of the younger generation in harmony with the world of the future rather than with the world of the past. As citizens of the nation they can help by realizing that ultimately all action for peace must be government action, and that therefore their desire for peace, if it is to be effective in achieving it, must find expression through their representatives in Congress.

FLORENCE BREWER BOECKEL

Washington, D. C.

10/13/31

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WE LOOK AT A SERIES OF MEETINGS

Sch. of Relig.

Here are suggested plans for ten meetings of a group studying *The Turn Toward Peace*.

The First Meeting introduces us to one another, to the book to be studied, and to the newspapers as sources of information.

The Second Meeting considers the value of our international news; it offers a look into our own minds; it pictures the kind of world we live in, and what war does to that world.

The Third Meeting shows our daily helplessness without a world organized to feed us, clothe us, and provide us with work; it shows our own shoestring binding us to a continent thousands of miles away.

The Fourth Meeting shows how modern ideas may help this modern world to save itself from its greatest enemy, war.

The Fifth Meeting brings into the open some of the things we have been saying, hearing, and feeling about world affairs and about peace and war, and points out opportunities to alter our attitudes.

The Sixth Meeting brings us into touch with young men and women who desire a better world and a safer one, and hears what they have to say.

The Seventh Meeting brings us a capable outside speaker to present facts about the menace of armaments.

The Eighth Meeting introduces us to the chief organizations and leaders in America that are trying to put an end to war.

The Ninth Meeting makes us see what one or many sincere persons in a community can do to promote peace.

The Tenth Meeting presents a sort of commencement program through which we show our friends and families what we have been studying, with the purpose of stimulating definite action on the part of all.

Note.—Suggested steps in the course sometimes appear under the head of a particular meeting when the actual preparations should have been made long before. The leader will need to make himself familiar with the whole of the manual in advance if he is to guide the group capably in the research, preparation of material, reports, and enterprises which should increasingly become the substance of their work. For example, at the close of the seventh meeting (page 24) appears a summary of preparation for the eighth and ninth meetings. Obviously the leader could not wait until the seventh meeting to arrange for the group to write for material necessary for the eighth and ninth meetings; this must have been done several weeks before. Under the fourth meeting (page 15) is a similar instance of the necessity of studying the meetings in advance.

WE CONSIDER WAYS OF TEACHING

Have you taught anything anywhere to anybody before? How well did you do it? It is just possible that you might be able to do it better. Have you never taught? Well, you may become quite proficient. Let us assume that there are four ways to teach.

One Way to Teach

There is the "Listen to this" way, the lecture method. It is the easiest, if we just want to get through a book or subject. It has its good and bad points.

The teacher prepares a lesson. The group assembles, with or without preparation. The teacher begins to talk. The class (we hope) begins to listen. The teacher expounds. The group probably takes notes. It all looks very businesslike. The text has been "lived up to"; the teacher has been prepared; the class has gained information. This method builds no skills among class members. It deadens inquiry in the class period. It deifies the teacher. It subdues the class. It is comfortable for mental drowsiness, the teacher being able to let the book do his thinking, the students letting the teacher do theirs.

Yet the method does save time; it passes on information quickly. It is safe; it sticks to the authority. It avoids the fearsome dangers of class interruptions. It is effective when the class has had no time for study. It is explanatory when the subject matter is too abstruse. It is relaxing when other methods have been employed for some time. In this manual this method will be advocated occasionally, with suggestions. It will cost you heavily—too heavily—if you use it without exception.

A Second Way to Teach

"Some teachers seem to know nothing," said a small boy, "they keep asking questions all day long." How many such teachers there are! They use the "Answer me now," the "Who, what, how," the question and answer

method. They believe the pupil has learned something because he can give a satisfactory reply to "Who chased whom around the walls of what?" Is this all there is to teaching or learning?

Questions challenge a class. The students are made to feel their position as somewhat inferior to that held by the teacher. The teacher knows—because he has looked up the answers. The students must prove that they know—by telling the teacher what he knows already. Sometimes this causes them to look up answers beforehand and therefore results in reading. If the questions are such as to elicit a judgment, not just a statement of fact, the students may acquire a sense of values and some wisdom.

There are questions which are worthy to be asked, questions that reveal tendencies of thought. One form they may take is that of the reaction test and similar helps (see page 12). Let the use of the question not be thrown overboard, but let it start from a sincere desire on the part of the teacher to ask himself questions in the same spirit in which he puts them to his students.

A Third Way to Teach

Many people love a discussion. But discussion is not necessarily taking place just because a leader or teacher says, "We are discussing this or that," while he himself does all the talking. Nor is a discussion helpful when it is nothing more or less than a talk-fest, otherwise described as a swapping of ignorance.

Discussion, when it has been well prepared and carefully conducted, creates a new mental atmosphere, builds a new mind-set. It is a waste of time to have discussion just for the sake of having it. A good-as-gold dis-

cussion may hang upon something that has actually happened to the people doing the discussing. In such a situation they know something of what they are talking about; they have opinions; therefore they are alive when they talk. Also they probably feel the need of more facts, and thus are encouraged to further investigation.

When you as a leader undertake a discussion of *The Turn Toward Peace*, try to present actual situations to the group, such as: "This happened in our school . . ." or, "In Europe I observed . . ."

There are meetings in which discussion may not be necessary. Discussion may be tiring, it may be insufficient without outside help, it may be ineffective for lack of information; it is not a panacea for difficulties either of the teacher or the class. For a fuller consideration of the discussion method, see *The Process of Group Thinking*, by Harrison Elliott, and the pamphlet, "Creative Discussion," published by the *Inquiry*.

A Fourth Way to Teach

This method can scarcely be called a way of teaching in the sense of being distinct from the others mentioned. It is a point of view toward teaching, an approach rather than a method, although it has come to be popularly known as the project method. It looks upon study not in terms of information to be acquired, but as experience growing out of a felt purpose; and it involves activity, as well as study and discussion, in realizing the aims which arise naturally from that purpose. The group learns by doing something together which all may share in and evaluate. Thus activity is not deferred until the course has been completed, but is made a vital part of the course itself.

The leader studies his group and endeavors to focus and unify their interests. In some groups several sessions are necessary before lines of activity emerge that express the interests of members. By way of bringing study and service together into one vital process, the leader should outline the various activities suggested in the textbook and in this manual, noting others which may occur to him out of his acquaintance with his group and the circumstances under which they are working.

Many groups have found that vitality is given to their work from the beginning if they plan to produce a program and exhibit which will interpret it to their club, church or community. Such an enterprise is to be thought of not simply as a demonstration of something already done, but as a motive for further doing. A program of this sort has been indicated for the final session in this course.

SOURCES AND REFERENCES

The text used for this study, *The Turn Toward Peace*, provides a wealth of reference material even if other books are not available. The extensive bibliography furnishes a classified list of sources that includes not books alone, but pamphlets and program material easily secured and at nominal cost. The following organizations have a variety of published material on the subject of method: The Inquiry, 129 E. 52nd St., New York; Teachers College, Columbia University, New York; Association Press, 347 Madison Ave., New York; Friendship Press, 150 Fifth Ave., New York; University of Chicago Press, Chicago; Cokesbury Press, Nashville, Tenn.

THE FIRST MEETING

Try to establish a home-y feeling with the group, putting them in touch with the subject to be considered, connecting it with their daily living, and arousing a desire to take the next step.

Before the meeting. Pick up your copy of *The Turn Toward Peace*. Run the pages between your fingers, enjoying the feel of it. Open it; read the title page; the dedicatory page. Now study the Contents, noting the divisions and trying to see the probable reasons for them. Next read the Foreword. Then read twice the first chapter, "The World Today," marking striking passages. For reference work, have a copy of *Between War and Peace* by the same author, and at least two daily newspapers. Go through a copy of a newspaper, and whenever you see an article that seems to be related to any of the ideas in the chapter just read, mark it with a colored pencil. Now you have some material that has been freshly examined. Don't read for the moment; just be quiet and think of the class session. Then jot down the ideas that occur to you, and plan how you can best follow them out.

At the meeting. You have your copy of the textbook, your newspaper, some scratch paper and pencils for any persons who have none, and perhaps a blackboard.

Seat the group informally; break up any straight rows and ask that seats be taken as nearly as possible in an easy half circle. With quiet good humor call the members to attention. (A soft tone of voice helps to secure it.) Show the book to be studied. If they already have copies, call on several members to read title page, dedication, and table of contents. Read the Foreword aloud, or have different members read successive paragraphs.

Now show the group the newspaper and how you have marked it. Separate the leaves and pass them among the group. Ask those receiving them to read the headlines and items you have marked. As each does so, turn to the book and read the sentence or paragraph that caused you to mark the article. Tell them why. In this manner introduce the first chapter, "The World Today."

Ask how many read three newspapers. Two? One? Even one regularly? Do they look for international news? What about editorials?

Closing the meeting. In preparation for the next session, ask each member to read at least two newspapers, comparing the different headings and stories about the same events, and ask them to read the chapter, "The World Today." Invite someone to act as group secretary. Be sure to close the session on time.

THE SECOND MEETING

Before the meeting. Review in your mind the first session, and write down what you think you would do well to attend to. Follow closely at least two daily newspapers,

one of which shall be from a city other than your own, and mark. Ask a newspaper editor or anyone with a trained knowledge of newspapers the difference between the Associated Press (AP), the United Press (UP), the International News Service (INS), and any other dispatch agencies. Ask what values he attaches (a) for news, (b) for editorials, to the principal metropolitan dailies that circulate in his section of the country; inquire the names of leading writers of world news and editorials, and learn if possible something about their influence and point of view.

Ask your local newspaper editor to run a series of items in the paper to be prepared for him as the course proceeds. The group could select some especially quotable paragraphs from the textbook, with stimulating questions, and also prepare lists of other books bearing on the subject, noting particularly the ones in the local library. You might tie this up with an offer to supply the paper with reviews of these books.

It would be well to secure at least six books on world affairs to be placed on a reading table at the front of the meeting room, for encouragement of study and to be loaned. (See list on pages 195 ff. of the textbook.)

Read in *The Turn Toward Peace* Part One entire and mark it for special points.

At the meeting. Having brought your textbook, several newspapers, and any supplies the others might need, distribute paper and pencils. Ask members to write on the left side of the paper in an up and down column the numbers from 1 to 10. Then ask them to put three sym-

bolds at the top of the paper, as if each were to be the heading of another column: the letter T (for True); a ? (for Doubtful), and the letter F (for False). Now each paper will have ten figures down its left-hand side and three symbols across the top, thus: T ? F. Make this clear, even if you have to draw it on the blackboard. Now read slowly and clearly ten statements which you would like them to grade. They are not to write anything, only to check each statement as they decide that it is True, Doubtful, or False. Read each statement twice, and give its number before you read it.

1. The safest nation is the nation best armed.
2. War results in the survival of the fittest.
3. The League of Nations is no stronger today than when it began.
4. The position of the United States in world affairs will be better safeguarded if she does not join the World Court.
5. Doing away with all armaments would stop international war.
6. America has the lowest military budget in the world.
7. War is bound to come, and people can't do anything to prevent it.
8. A business house should not publicly display a copy of the Kellogg Pact.
9. A religious organization should make peace one of its major teachings.
10. A citizen is meddling with something that is not his business when he registers his opinion on war and peace with his national political leaders.

As you call out the numbers, have the members raise their hands showing how they voted. Thus: "Number 1: How many T's?" Keep the record. "Still on Number 1: How many ?'s? How many F's?" Count them.

"Now on Number 2: How many T's?" And so on. Save the count and the separate list of statements for future checking.

Tell the group what you have been doing and learning regarding newspapers. They may begin wondering about the dependability of the usual sources of their opinions about international and world affairs.

Now talk to them about the chapter they have read in the textbook. Welcome questions; offer guidance in discovering answers.

Closing the meeting. Encourage more newspaper and magazine reading, comparing presentation of news and editorial viewpoints. Ask the group to read carefully "War Today," in Part One of the textbook.

THE THIRD MEETING

Before the meeting. Think over the following incidents:

She said, "International affairs don't touch me"; then complained of depression in business . . . her living came from raising and selling fruit . . . this fruit was to be sold primarily in England . . . the English government prohibited its entry because of Mediterranean fruit-fly. Therefore an insect pest from southern Europe resulted in an act on the part of England which caused American apples to remain unsold.

The tin mines of Cornwall, England, provided tinfoil for wrapping Indian tea . . . the market for the tea was Russia . . . but English warships were blockading Russia. Therefore the Indian people, the Russian people, and the English people all suffered the effects of the blockade in reduced trade and unemployment.

Select some object and consider it. It may be a chocolate bar: "The usual box of assorted chocolates with fruit centers contains cocoa beans from Africa and South America; sugar from Hawaii or the West Indies; nuts from Spain, Italy, France, Brazil, and Mexico; honey from Cuba, Canada, Greece or Mexico; gum arabic from Egypt; egg albumen from China; vanilla from Mexico or the Reunion Islands near French Australia; lemon oil from Italy; maple sugar from Canada; ginger root from Jamaica, China, Africa or India."

Or the object may be a shoe. (See *Dependent America*, by W. C. Redfield.) Thus prepare your mind for seeing and leading your students to see the "unseen in the seen, the worker in the work."

At the meeting. Have a large map of the world on view, or show a globe. Announce that the general idea of this meeting is, in the words of the teller of yarns, "Now you tell one!"

Give briefly the illustration of interdependence which you have chosen. Draw out illustrations from the group.

Build an interest in that chocolate bar or pair of shoes; in the wool garment or the silk scarf; in the piece of telephone wire or fountain pen or strip of asbestos. Be sure to have the object there before you.

You might do this: have someone cover on the map with pieces of paper the countries which touch our daily life; notice how little of the world is left. Make it clear that though we could perhaps live without chocolate or shoes or silk, we shall not be likely to do so. If for any reason we did without these articles, how would the people

who have been producing them make a living? And how then could they buy other goods—ours, perhaps—the goods of people who also have to make a living?

Use the same idea of interdependence in showing how scientists of many lands have cooperated in advancing the world's knowledge (see page 12 in the textbook). Speak of how the world is drawing together (utilize the chart on page 17).

Closing the meeting. Divide the group into four sections. Ask each section to arrange to meet between now and the next meeting to prepare one of the following letters, not to be mailed, but to be brought to the next session for approval and suggestion by the others.

First letter. To a friend now touring in Argentina, about the way Argentina might help the cause of world peace now. (Hint: Kellogg Pact.)

Second letter. To a young boy who has said that war is the only way of dealing with other countries. (Hint: pages 40-43 of the textbook.)

Third letter. To a friend in a Rotary Club, asking the club to approve some peace move. (Hint: consultative pact, arbitration pact with Latin America.)

Fourth letter. To the United States Senator from your state, asking his ideas on the ratification of a pressing peace matter. (Hint: pages 56-60, 76-80, of the textbook.)

THE FOURTH MEETING

Before the meeting. Read all of Part Two of the textbook, marking it well. Bear in mind the outstanding items. You will already have written to the League of

Nations Association¹, and by this time should have on hand maps, exhibits and illustrated leaflets on the work and extent of the League of Nations. You should also have written to the National Council for Prevention of War for a package of cards (25 cents) showing outstanding treaties and peace monuments, and for material on the Kellogg Pact.

At the meeting. Call for the reading of the letters assigned to the four sections at the last meeting, and let the whole group discuss the contents of each.

In a brief, clear manner state the number of members of the League of Nations, tell of its divisions (Assembly, Council, Secretariat, Commissions), name its chief functions, and give one or two examples of its work. Speak of the World Court; mention its distinction from the League, its membership, and what it has done. Do the same thing for the International Labor Office. Any material you may have on hand will make these agencies for a world community much more intelligible and interesting. Make clear that there are other means for peaceful settlement of difficulties between nations. The cards from the National Council for Prevention of War may be passed among the group.

Now you have presented (1) the League, the International Labor Office, the World Court; (2) other attempts at peaceful adjustments; and (3) some American attempts. Attention should be called to the method of guarding the Canadian-United States border (without arms for more than a century), in comparison with the

¹For address of organizations mentioned in this manual, see the textbook, pages 203-210.

THE WORLD IS SHRINKING

NATIONS ARE INTERDEPENDENT

Measured in Hours of Travel the World

WAS
this size in
1830

and

IS
this size in
1930



1830-First steamer crossed the Atlantic, helped by sails

1844-The telegraph was invented by Morse

1870-The telephone was invented by Bell

1896-Wireless communication was established by Marconi

1926-Telephone-radio conversations were held across Atlantic

1927-Lindbergh crossed from New York to Paris in 33½ hours

1930-International broadcasts developed

*IN AN INTERDEPENDENT WORLD WAR IS OUT
OF DATE*

method of guarding the United States-Mexican border. Discuss the best means for establishing the same happy situation with the other as with the one.

Closing the meeting. Ask all members of the group to read Part Two of the textbook, marking passages at will. Ask them to come to the next session especially thoughtful on the question of war, and prepared to give some opinion about it; an opinion that has grown out of their own personal experience, if this is possible, with a fact or an utterance of some authority as illustration. Suggest that their statements might have to do with whether or not war is a crucial problem or a problem one may be indifferent or neutral about; whether war is as evil as it has been said to be; whether or not war can be stopped. Don't make assignments of these points; try to draw out such ideas as are in the minds of the group. Intimate where they might look for more light on the matter.

How many books on international affairs, particularly those mentioned in the reading list at the end of the textbook, are in your local library? Ask the librarian to display these prominently, and see if you cannot persuade him to add to their number. This list will furnish an item for the local paper, the church bulletin, or the club journal.

THE FIFTH MEETING

Before the meeting. You will need steadiness, good humor and tolerance for this meeting. Consider this suggestion: When you are examining situations deeply charged with feeling, carry on the discussion impersonally.

If, in spite of your precautions, members fall into contentious argument, ask, "Why do some people think—?" and introduce an opinion. In doing this be sure to make it clear that the opinion is not necessarily your own.

Read again carefully "War Today"; also read quickly through Part Two, "Ways and Means of Settling Disputes Without War." See *Between War and Peace* (Chapter One) and *The War Myth in United States History*, for arguments on the futility of war.

Think over in advance the following cases. They may be used as starting points for group discussion.

Certain business men were directors of a shipyard which was equipped to build both merchant ships and warships. A proposal to build more warships, introduced in the national legislative body, was opposed by experts in international affairs who said it would hurt world peace. The shipyard directors urged the passage of the bill and boasted of their patriotism. What would you have done if you had been a director?

I am a member of a club. A popular point of view on international affairs has been forcefully presented before it. The club has enjoyed the speech, but no suggestion is made to hear the other, the unpopular, side. I keep quiet. Would I be a better citizen of my country if I encouraged my club to hear both sides, though my advocacy of this idea might brand me with being a partisan of the other side?

A certain church will not allow the Kellogg Pact poster for the renunciation of war to be displayed in its lobby, saying it does not want to take sides between opposing views of war and peace held by its members. I am a Sunday school teacher in this church; what do you advise me to do?

At the meeting. Review the previous meetings. State that the purpose of this one is that the members may discover their personal doubts and difficulties about war

and peace, and enter into a mental "growing process." Remind them of the value of good humor in discussion, and of the spirit of give-and-take. Ask for frankness and full statements, but no long talks or retaliations.

Call for descriptions of situations in real life involving the attitude of individuals toward war and its prevention. If none are offered, state any of those already considered by yourself. Ask the group to analyze the vital points. Some of these points will require further discovery of facts. Have these points looked up for the next meeting.

If the discussion becomes acrimonious, trust to good-nature to assert itself. Suggest that the group strive for "light without heat." Use an amusing story to relieve tension.

Closing the meeting. Very briefly show:

- (1) The division of a nation into two groups: the government and the people.
- (2) That government heads deal with other government heads, and that naturally all of them try to get the best deal for their own nation.
- (3) That disagreements will necessarily arise between nations. (See pages 81-114 in the textbook.)
- (4) That we, the people, must learn to see that these disagreements can be settled peaceably.
- (5) That we must help the future heads of government (now young people in school) to prepare to settle them peaceably.

Ask the group to read for the next meeting the chapter in Part Three of the textbook called "Nationalistic Policies."

THE SIXTH MEETING

Before the meeting. Confer with a high school teacher of history and ask if he will help you by selecting half a dozen junior and senior students to participate in this sixth meeting of your group. Each one should be prepared to make a five-minute talk on one of the subjects treated in the first chapter of Part Three of the textbook, and each might use some definite object as a talking point; for example:

Tariffs and trade restrictions—a lump of sugar.

Imperialistic tendencies—a picture of a battleship.

The Monroe Doctrine—a map of the Western hemisphere.

International rivalries—a rubber overshoe or inner tube.

Control of raw materials—a quart of lubricating oil.

Population and immigration problems—a picture of crowded tenements.

At the meeting. Introduce the guests and explain the program they are about to give. Say that when the last speaker has finished, an interchange of questions will be in order, and suggest that the listeners take notes. As a result of this plan you will have brought into contact two groups interested in matters important to the community; you will have stimulated study in the visiting group; you will have made more evident to your own group the ability of the oncoming generation to deal with matters of importance.

Now take up any matter for discussion left from the former meeting. Review the questions asked at that time;

declare the points upon which decisions were delayed; request information, being careful to distinguish between statement of opinion and presentation of fact. Try to reach a solution satisfying to all. Do not be discouraged if you cannot do so, but try. Point out that disagreement within the group illustrates, in a way, the difficulties of international adjustments. See that differences of opinion do not sidetrack the trend of the course, nor result in personal ill-will. Use them as examples of the need of inquiry, and the importance of learning tolerance of the opinion of others, as well as of taking an intelligent interest in world affairs.

Closing the meeting. With appropriate thanks to those who have helped, announce that "The Menace of Armaments" will be the subject for the next meeting. Bring out the fact that other titles would as well apply: "The Threat of Weapons," "No Guns No Killing," "To Have Peace Destroy War Machinery." Urge everyone to read the second chapter in Part Three of the textbook, and thus be fortified with facts.

THE SEVENTH MEETING

Before the meeting. Examine these statements:

I am not unfamiliar with the claim that if only we had a sufficient military establishment no one would ever molest us. I know of no nation in history that has ever been able to attain that position. I see no reason to expect that we could be the exception.—President Coolidge.

Preparation for war is a constant stimulus to suspicion and ill-will.—President Monroe.

M. Briand, in September, 1929, as Prime Minister of France, stated to the League of Nations regarding a case his country had just lost before the World Court: "Even though in some cases we lose, we can feel that the fact of having spared the nations the horrors of war constitutes in itself a victory."

Between militarism and democracy the feud is eternal.—David Starr Jordan.

Until we have limited the land and air forces of the world we cannot hope to put an end to the recurring threat of war.—Viscount Cecil.

There are times when less navy and more good-will gives greater security than more navy and less good-will.—Henry L. Stimson.

We are not only more free from attack, but our people are more free from fear of attack than any other people in the world.—Herbert Hoover.

Peace has its risks as well as war, but the difference is this: the nation that takes the risks of war will get war, and the nation that takes the risks of peace may get peace.—J. Ramsay MacDonald.

How can you present to the group most effectively the idea that is expressed in all these statements? Find some person, possibly a college or high school instructor, who is giving much time to the study of history or government and who has some understanding of the ideas you have been considering, and invite him to address the group. Such a person would probably want to see the textbook, particularly the chapter, "The Menace of Armaments." Tell him the nature of the work you are doing, and that he will undoubtedly be asked questions.

At the meeting. If there is time left after the visitor's address and the questions, read to the group, interspersing with comments, pages 136 and 137 of the textbook.

Closing the meeting. It is assumed (following the observations on page 4) that the leader will have arranged for a member of the class to write to the National Council for Prevention of War requesting a copy of the pamphlet, "Organizations in the United States that Promote Better International Understanding and World Peace" (15 cents). The next step (which may already have been taken) is to appoint a committee to decide on six or eight of these listed organizations to be written to for literature, and assign to others of the group who have been only slightly interested and have taken little part in the work, the business of writing to these organizations. They are to ask for sufficient samples of literature for distribution to the group, and especially for material for display, specifying something large in size.

Ask the whole group to read the first chapter of Part Four, "The Organized Peace Movement."

THE EIGHTH MEETING

Before the meeting. First make sure that the members assigned to write for material have done so. A day before the meeting, or perhaps several days, gather together the persons who have received literature and with them plan a "broadcasting program" for the next meeting. Make arrangements for displaying the material, placed according to organizations, around the walls of the room, with literature for distribution on tables beneath. Ask each member responsible for literature to prepare a five-minute talk on his organization, giving its name and age, its motive or

goal, its source of support, its program of work, and what it has already accomplished. Impress upon those cooperating that what they are really doing is to set forth for their fellows ideas and ideals that have appealed to thousands of Americans, and that through their presentation they may perhaps be the means of stimulating new allegiance to these ideas.

At the meeting. Have someone read "America the Beautiful"; then have someone play it softly on the piano, while the last stanza is read again or is sung by the group. Now explain the plan for the broadcasting program and introduce the first speaker or announcer, who will go to that part of the room where his material is located and give the talk he has prepared. The other announcers will proceed in the same manner.

At the close of the program describe briefly the efforts being made by the people of the United States to promote international peace. Make it clear that one nation alone cannot assure world peace, and show what other nations are doing. Feature the various positions that individuals or organizations may take on the subject of peace, and distinguish between the absolute pacifist position and others. Make sure that clear pictures are given of the part that has been taken in the organized peace movement by women, by farmer groups, by labor groups, by business groups, by schools and by churches. If possible, do this by calling upon those in the group who are especially interested in these fields. Urge that everyone be on the alert for facts regarding definite things done by any

group or person in your community in cooperation with national and world movements for peace. (Use the ideas in the thermometer chart on page 27).

Closing the meeting. Ask the members to read whatever they can find from any source on patriotism and good citizenship. Announce the nature and purpose of the next two meetings: that they will be devoted to considering plans for action after the course has ended, and also to giving a demonstration of studies covered, for the sake of interesting friends.

THE NINTH MEETING

Before the meeting. The main point for the group to consider now is, "What am I going to do first?" Be prepared to lead in discussing this business of taking a first step—beginning now—here—alone, if necessary—to do something for world peace.

At the meeting. Review the titles of the various sections of the textbook; ask which sections have appealed most. Invite members who have been interested in any particular section to tell briefly about any books relating to it that they may have found of special interest or value. Read the results of the True and False test taken earlier in the course. Give the same test again; take the vote and compare results. Any growth?

Make the point that stimulation of thinking has been from the first an objective in this course. There are

INTERNATIONAL POLICIES

PEACE
PROSPERITY
SECURITY
FOR ALL

NATIONAL POLICIES

Membership in a developing
League of Nations —

Embargo on shipment of arms
to nations at war —

Consultative Treaty
supplementing the Pact —

International limitation and
reduction of armaments —

Ratification of Inter-American
Arbitration Treaty —

Adherence to the World
Court —

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Friendly cooperation with
all nations

Tariffs consistent with
world interdependence

Immigration program free from
unjust racial discrimination

No "big navy" expansion
program

No toleration of conscription
in any form

Abolition of compulsory
military training

Cultivation of a patriotism which
recognizes the new world unity

KELLOGG
PEACE
PACT

The Kellogg Peace Pact recognizes the interdependence of the modern world.

Support international and national policies
consistent with it.

points upon which some of the group have changed their minds. Would this have happened if they had not taken the course? Would they prefer to be in the same mental attitude they were in when they began it? The group has been introduced to a new world—a “now” world; with this new world has come the realization of a new enemy—a “now” enemy—to their country and to themselves. This enemy is not another nation; it is war itself. Now that the Kellogg Pact has become part of the “supreme law of the land,” what obligation does this impose upon me as an American? How are these obligations different from the obligations my father and grandfather faced as citizens? Consider projects suggested in the final section of the textbook. Which of them can I best follow up? Could my club pay for a few books and put them in the public library? Does my home show influences tending to stimulate those who enter it to think in world terms? What of my church, its programs and its studies? We have been learning that M. Briand, Foreign Minister of France, was right when he said in 1928 when the Kellogg Pact was signed at Paris: “Peace is proclaimed. That is well; that is much; but it still remains necessary to organize it.”

Closing the meeting. Appoint a continuation committee to bring in at the last meeting suggestions for work that the group can carry forward after the course is ended. Appoint a committee on flags to prepare, with the group’s help, crêpe paper flags about 18 inches by 12, representing all nations; to be prepared to state which nations are members of the League; and to see to it that flags and separate

stands for them are brought to the place of meeting. Appoint a committee on the League of Nations who shall be prepared to state the range of the work of the League. Designate one person to prepare an address on the subject of the World Court, and ask him to bring a black academic or choir robe to wear when he delivers it.

THE TENTH MEETING

Before the meeting. Remember that this is the meeting at which members' families and friends are invited to be present. See that the proper announcements are made, and be sure that all committees are functioning.

At the meeting. Have some member of the group offer a short interesting summary of the course. Some other member or the leader himself may then indicate the nature of the program about to be given.

The chairman of the committee on flags will call the roll of members of the League of Nations, and their flags will be displayed; he will then announce non-member nations, their flags to be separately displayed. The chairman of the committee on the League of Nations should name and briefly describe the League's principal functions. The chairman of the flag committee will then announce: "The nations whose flags you see here [pointing] receive the benefit of all the League's activities. These other nations must do without its help."

The member speaking for the Permanent Court of International Justice and wearing the academic robe will speak briefly of the difference between the Court and the

League; of the Court's functions, age, and achievements. This member and one other from the group might then give a short dialogue, worked out in advance. In it questions will be asked and answers given regarding steps already taken to pave the way for the United States to join the Court, and what actually needs now to be done. The points made should include the part citizens can take in developing public opinion to support the President in submitting the protocols to the Senate, and later to urge their own Senators to favorable action.

As this dialogue concludes, the leader takes his place again, and four young people enter, carrying a large poster of the Kellogg Pact. A conversation of this sort takes place:

LEADER: What is this that you have brought for us to see?

FIRST YOUTH: A statement of the moral purpose of the nations of the world, signed at Paris on August 27, 1928.

LEADER: What is the statement called?

SECOND YOUTH: The General Pact for the Renunciation of War.

LEADER: How many nations have signed this Pact?

THIRD YOUTH: In the world there are sixty-four sovereign nations; of these, fifty-seven have signed the Pact.

LEADER: You carry the document most carefully.

FOURTH YOUTH: We carry it with reverence, but also with anxiety.

LEADER: And why have you anxiety?

SECOND YOUTH: Because, though strong in its ideal purpose, the Pact is weak.

LEADER: Why is it weak?

FIRST YOUTH: Because more people do not strengthen it with their support.

LEADER: How do you think the people of our own country could strengthen it?

THIRD YOUTH: By strengthening every instrument that would help to carry out its provisions.

LEADER: And how else?

FOURTH YOUTH: By collaborating in the interests of world peace with every agency now existing to prevent war and establish a world community, and to do this regularly, not only in a crisis.

SECOND YOUTH: By urging our government to reduce armament of every kind, and thus make it easier for other governments to do the same.

LEADER: Are there any immediate things that we may do as individuals to show an active interest in the Pact?

FIRST YOUTH: Yes, there are several. Every citizen of the United States could study this Pact; every home could treasure a copy, every public place display a copy, every school explain it, every church declare it; and every person—you and I and all the rest—resolve that this pact of purpose shall be a pact of accomplishment, in the ways described here tonight, and in every other way that may with wisdom be developed.

The members now extend the copy they have been holding, and the leader reads the Pact aloud.

Closing the meeting. See that this meeting is closed in such a way that everyone present is given a chance to participate in any of several activities on behalf of peace which the group has arranged to bring to their attention. It may be by making a contribution to a project the group itself is to undertake, or by giving definite expression of approval to some organization at work in the community, or by suggesting names and addresses of possible co-operators.

Let this thought be emphasized as the parting reflection of those who have taken the course: This course must have led me to take active share in "the turn toward peace," or so far as I am concerned it will have been useless.

KEY TO DRAWING ON COVER

- A. In the Peace Palace at the Hague the Hague Tribunal and the World Court hold their sessions.
- B. In London in 1930 a conference was held by England, France, Italy, Japan and the United States on the reduction of naval armaments.
- C. The efforts of M. Briand of France and Herr Stresemann of Germany brought about renewed cooperation between their respective countries.
- D. The League of Nations has its headquarters in Geneva, Switzerland. Fifty-four nations maintain there a permanent staff of over six hundred people, and representatives meet annually to discuss common problems affecting world peace and prosperity.
- E. The powers are beginning to show signs that they recognize the right of China to rule herself.
- F. Canada and the United States established the first unarmed international boundary and have set up for the settlement of disputes an International Joint Commission.
- G. The General Pact for the Renunciation of War (Kellogg Pact) was proclaimed in Washington by President Hoover on July 24, 1929.
- H. The most recent of a long series of Pan American conferences at which the republics of the two American continents have discussed their interests was held in Havana in 1928.
- I. The youth of the world is brought together every four years in friendly competition at the Olympic Games, which in 1932 will be held in California.
- J. On the mountains between Chile and Argentina a statue known as "The Christ of the Andes" stands as a symbol of the peace established between the two nations.
- K. Through the conferences of the Pan Pacific Union and the Institute of Pacific Relations, several of which have been held in Honolulu, representatives of the countries bordering on the Pacific Ocean meet for closer acquaintance and the discussion of common problems.

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